

# Sample goals and learning objectives

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A portrait of students who are college and career ready in reading, writing, speaking, listening, and language are able to exhibit the following capacities as a literate individual :

- They demonstrate independence
- They build strong content knowledge
- They respond to the varying demands of audience, task, purpose, and discipline
- They comprehend as well as critique
- They value evidence
- They use technology and digital media strategically and capably
- They come to understand other perspectives and cultures

Goals for students may include all areas of the content standards (reading, writing, speaking, listening, and language). When getting started, however, the speaking and listening standards are an important place to start. Some sample goals illustrate are provided and goals should be in the SMART goal format based on the individual needs of each student (Specific, Measureable, Attainable, Realistic, Time –ordered).

## Functional performance

The student's inability to hear speech the same as typical peers diminishes his/her ability to achieve grade level standards.

## Personal health information and self-advocacy

Goal: [Student] understands communication barriers that occur in discussions in the academic setting/work setting as a result of his/her hearing loss.

Objective: [Student] will actively participate in all communication discourse in the classroom.

- With support, [student] will learn about the type and degree of hearing loss and relate to effective auditory access in the classroom/work environment
- With support, [student] will identify his/her personal implications of hearing loss in the classroom.
- With support, [student] will identify and use two strategies to enhance communication in the classroom (e.g. using Roger system, flexible seating, computer assisted note taking, interactive whiteboards).
- With support, [student] will inform his/her teachers about hearing loss, personal limitations, hearing technology, and accommodations for the classroom.
- [Student] will maintain a personal hearing health notebook to include: contact information of ear specialist and audiologist, audiogram/hearing test results, type of equipment (including manufacturer, model, warranties, battery information), educational programming and any other pertinent information.

## Self-advocacy

Goal: [Student] employs self-monitoring and self-advocacy strategies to engage effectively in a range of collaborative discussions.

Objective 1: [Student] will decrease reliance on parent advocacy while increasing use of self-advocacy by assuming responsibility for planning and decision making.

Objective2: [Student] will use self-advocacy procedures during the planning meeting with their parent(s) and teachers and other staff.

- [student] will identify areas of need for self-advocacy by completing the Self Advocacy Competency Checklist.
- With support, [student] will develop and rehearse a script for disclosing hearing loss information and required accommodations during the first grading period with 100% accuracy.
- [Student] will demonstrate application of the strategies by role-playing a discussions with school staff and personnel. The role-plays should be recorded and reviewed by the teacher and student. The teacher gives feedback on each of the student's responses during the playback. Students should make at least three positive, relevant responses during a role-play session in order to have reached mastery.
- With support, [student] will discuss the Personal Profile and Accommodations Letter (PPAL) with his/her instructor during the second grading period.
- With support, [student] will identify how his/her personal Roger system integrates in class and community activities and demonstrate how he/she may use the device in appropriate situations during the third grading period.
- Throughout the day, when presented with a variety of grade level assignments, [student] will identify the academic and hearing assistive technology (HAT) supports that he/she needs for full participation in 4 out of 5 random samples.
- [Student] will seek assistance when he/she has not received the entire message in the classroom
- [Student] will identify strategies for asking for clarification, explanation, or need for an example to be presented when he/she does not understand a comment, direction, or activity.

## Hearing assistance technology (HAT)

Goal: [Student] uses personal hearing instruments and HAT independently to access auditory information necessary to achieve grade level standards in the classroom.

Objective: [Student] will demonstrate independent use of personal hearing instruments and HAT.

- With assistance, [student] will learn care, use, and limitations of HAT for the classroom.
- [Student] will independently maintain the HAT system (e.g., charge battery, clear equipment, store equipment at designated area).
- [Student] will transport HAT from class to class.
- [Student] will identify a malfunctioning system and notify the teacher when the equipment is not turned on or malfunctioning.
- [Student] will use the HAT during his/her classes which will be measured by checklists/observation of teachers.
- With assistance, [student] will identify and couple HAT to two external audio devices to assist with learning in the classroom (e.g. TV, computer, interactive whiteboard, phone)
- [Student] will participate in hearing and hearing assistive technology monitoring by the audiologist.

## Transition to Work or University

Goal: [Student] understands his/her hearing loss and its effect on communication in order to develop strategies and accommodations to address communication barriers at work or university.

Objective: [Student] will continue to develop more independent work habits and age appropriate social skills.

- [Student] will have auditory/visual access to presentations in large group settings and special events.
- [Student] will develop independence in his/her self-care skills.
- [Student] will participate in mock interviews for work/college and address communication barriers due to hearing loss.
- [Student] will identify issues related to hearing loss and obtaining a driver's license; The student will complete the "Hearing Loss Notification Card" prior to obtaining his/her driver's license.
- [Student] will identify potential workplace barriers and possible solutions as a result of his/her hearing loss.

## Rights of Students with Hearing Loss

Goal: [Student] understands the legal rights for individuals with disabilities and hearing loss and can apply this information to his/her own situation.

Objective: [Student] will identify pertinent regulations that impact individuals with disabilities and hearing loss, explain their implications, and apply them in appropriate situations.

- [Student] will review the Postsecondary Program Interview Accommodations Availability Checklist within this Guide and identify potential services needed in the following areas:
  - In classroom and out of classroom support services,
  - Communication facilitation
  - Personal equipment and school equipment requirements.